

Ohio Higher Education Innovation Grant Program

Name of Lead Institution (only one)	Columbus College of Art & Design
Project Start Date	1-Jun-16
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Kevin J. Conlon
President	Kevin J. Conlon (Interim President)
Project Director/s	Kevin J. Conlon
1) Certification by Authorized Official:	
To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.	
Signature of Authorized Official	
Typed Name and Title Kevin J. Conlon, Provost and Interim President	
Date March 9, 2016	
2) Administering Institution:	
Contact Person Kevin J. Conlon	
Title Provost	
Address 60 Cleveland Avenue, Columbus, OH 43215	
Email kconlon@ccad.edu	
3) Educational Partners (please submit separate information for each partner)	
Company Name Franklin University	
Contact Person Christopher Washington	
Title Provost	
Address 201 South Grant Avenue, Columbus, OH 43215	
Email christopher.washington@franklin.edu	

Executive Summary

Columbus College of Art & Design (CCAD) and Franklin University, neighbor institutions in downtown Columbus, Ohio, are respectfully requesting \$998,000 in funding through the Ohio Department of Higher Education's Innovation Grant Program to collaborate on an exciting new project, "Credit for Life Integrated Portfolio" (CLIP), through which both institutions will work together to create an easy to use web-based portal that will serve to decrease students' educational costs by enabling them to submit a digital portfolio of prior learning that can be assessed for college credit. During the CLIP program's first five years, it is anticipated that over 2,000 participating students from both institutions will save over \$4 million in tuition expenditures.

The CLIP initiative will be designed to document students' progress throughout their academic careers, serving as a hub where a variety of users can record learning activities throughout their life learning endeavors, beginning in high school and progressing through their academic studies in college and continuing into their post-graduate professional careers. The portfolio system will be designed to recognize authentic evidence of prior learning and to tag, track, archive and organize an online portfolio that system users can use to build, store and submit evidence of their prior learning for review by faculty in line with defined competencies and their interest in completing a credential at either institution.

Franklin and CCAD's goals for implementing the CLIP project are to:

- 1) Facilitate substantial savings in tuition costs for students who receive credit for prior learning
- 2) Improve degree completion rates for both institutions due to tuition savings incurred
- 3) Increase enrollments for both institutions due to the option of credit for prior learning
- 4) Realize economic efficiencies for both institutions due to shared processes and technology
- 5) Align and strengthen the pathway for local education to serve workforce development

The CLIP initiative meets objectives of the Ohio Higher Education Innovation Grant Program in that it will support academic achievement and economic efficiencies by focusing both on the consolidation of services as well as competency-based education. By providing the option of credit for life learning, more students will be incented to finish their degrees due to tuition savings. By combining resources to develop, implement, and manage the program, the CLIP initiative will provide immediate and long-term economic efficiencies for both Franklin and CCAD.

1. PROJECT DESIGN

Two uniquely focused private non-profit institutions, Columbus College of Art and Design (CCAD) and Franklin University (Franklin), propose to collaborate on an exciting new project, “Credit for Life Integrated Portfolio” (CLIP), through which both institutions will work together to create a social and technological infrastructure that will serve to decrease students’ educational costs by enabling them to submit a portfolio of prior learning that can be assessed for college credit.

Learning that results in student competence can be delivered in many formats and instructional modalities, and in diverse settings. A student can study at a four-year institution inside or outside of the United States, at a community college or vocational/technical school, within the workplace, from open source learning via the World Wide Web, through military service, in high school, through volunteer service, or through a noncredit educational provider. It is important that prior learning be recognized for its value. Being awarded credit for evidence of prior learning can incentivize potential students to enroll in college courses, and it can save students a significant amount of time and money when applied towards earning their postsecondary credentials.

However, many institutions are not structured or equipped to recognize prior learning experiences that potentially link to their institutional learning outcomes. Consequently, students are often not provided an inexpensive and efficient means by which they can present prior learning and acquired competencies in ways that can be valued by educational institutions and, subsequently, to employers.

Through CLIP, a process will be developed to remove barriers to recognizing prior learning that will in turn encourage Franklin and CCAD’s current and prospective students to create a digital portfolio of prior learning that can result in decreasing their overall educational costs as well as serve their career aspirations. Users will assemble their learning artifacts and competencies in ways that are meaningful to educational institutions, employers and others who have a stake in their success. Students will be guided by faculty and academic advisors on how to reflect upon their prior learning and gather evidence and artifacts into a portfolio that they will be able to submit to be efficiently and objectively evaluated by faculty, who will determine its credit-worthiness relative to higher education competencies.

The tool that will be at the core of the CLIP initiative is the online portfolio, a user-friendly interface that will work in concert with Franklin’s learning management system (BlueQuill) and will be integrated with both the Franklin and CCAD online student information systems. The portfolio will be designed to recognize authentic

evidence of prior learning and to tag, track, archive and organize a portfolio that system users can use to build, store and submit evidence of prior learning for review in line with their interest in completing a credential at either institution.

Additionally, a vast online course articulation system will streamline the portfolio process so that students and prospective students can easily identify how credit earned at other institutions will satisfy course requirements at Franklin or CCAD. The efficiency of the CLIP system will allow transfer students and nontraditional students to matriculate with more earned credit for prior learning. Franklin and CCAD students and prospective students will know upon admission to either institution how many credits they have earned, a clear idea of how long it will take to finish their degrees, and what they will save in tuition costs, thereby resulting in a higher student completion rate and less tuition debt.

The online portfolio will allow Franklin and CCAD students to earn college credit for a variety of demonstrated life learning experiences. The CLIP system will disaggregate content from traditional courses in an anatomic manner, creating lists of competencies for each course which can be modularized and evaluated to determine proficiencies that can lead to full course credit. As a simplified example, an introductory writing course might include individual competencies of critical thinking, principles of composition, and rhetoric. Portfolio users will have the ability to provide evidence of prior learning and competency in these individual modules, which can lead to equivalencies of partial or full course credit.

The CLIP portfolio will be designed to use a hierarchy of metadata as the basis for tagging and validation of prior learning for credit through faculty's assessment of knowledge, skills and aptitudes as evidenced by exams, interviews and artifacts. It will also accept a variety of existing validated credits and inputs, such as Ohio's TAGS (Transfer Assurance Guides), CLEP (College Level Examination Program), FUPE (Franklin University Proficiency Examinations), the College Board's AP (Advanced Placement), IB (International Baccalaureate), and Ohio's CCP (College Credit Plus, or other dual-enrollment models).

CLIP will be designed to document students' progress throughout their academic career. Tagging systems will allow students to sort artifact types for internal academic portfolios (inherently analytic and focused on formative assessment of the acquisition of competencies), as well as build external portfolios (inherently holistic and focused on summative assessment of the acquisition of proficiencies) for prospective employers. At the discretion of the user, the online portfolio can be made available for public use, and designed to serve as a

hub where a variety of users can record learning activities throughout their life learning endeavors, beginning in high school and progressing through their academic studies in college and then continuing into their post-graduate professional careers. It will essentially be a lifelong tool for the user to archive their ongoing learning. High school students will be able to utilize the tool in applying to college and for scholarships. College students will use the portfolio to earn academic credit, to share with prospective employers, and for application to graduate school. Post-college, professionals will be able to maintain a portfolio of their lifelong learning experiences as a way to better promote their knowledge and abilities.

As a result of the system's ability to aggregate particular types of competencies, it is also possible that the institutions' employment partners would sponsor scholarships in line with those skills to incent students to complete their credentials and help offset costs in line with a prospective employer's needs. The appeal of such benefits to the institutions' employment partners would incent them to be part of the competency development process and the evaluation of the system.

Further, institutions such as community colleges and public and private high schools will be encouraged to use the CLIP online portfolio system as the basis for competencies within their curriculum that align to Franklin and CCAD courses. This will enable students to make progress toward credential completion without being reliant on formal articulation agreements, as each prior learning experience will be valued on its own merit. This will be very impactful for students whose financial circumstances might otherwise inhibit their ability to enroll in a school that already enjoys a dual enrollment relationship with a college. Also worth noting is that high school teachers will have access to college core competencies, which can help them further foster college readiness in their own curriculum.

Franklin and CCAD's goals for implementing the CLIP project are to:

- 1) Facilitate substantial savings in tuition costs for students who receive credit for prior learning
- 2) Improve degree completion rates for both institutions due to tuition savings incurred
- 3) Increased enrollments for both institutions due to credit for prior learning option
- 4) Realize economic efficiencies for both institutions due to shared processes and technology
- 5) Align and strengthen the local education to workforce development pathway

The CLIP initiative will have Franklin and CCAD administration and faculty working collaboratively on the following process steps to achieve the anticipated outcomes:

- Faculty and administration from both institutions will comprise a task force which engages in the development of the portfolio system by sharing their experiences in student assessment and methods of evaluating evidence of proficiency.
- Academic leadership will work with faculty from both institutions to develop measureable rubrics; faculty will work across disciplines to achieve a methodology for the validation of credit; competencies at both the individual course and program level will be identified.
- Lead project faculty from both institutions will work with system administrators at Franklin to develop a user-friendly and visually appealing online portfolio tool that is tied to the university's learning management system.
- A comprehensive training program will be held for all faculty, academic advisors, student services staff and admissions counselors.
- The CLIP initiative and the portfolio tool will be promoted through the existing partnerships of both institutions, including local high schools (both public and private), other higher education institutions (both public and private) in Ohio, the U.S. and abroad, and through their affiliations with corporate and community partners.
- A series of no-cost workshops will be held for users at both institutions, and an online tutorial will be developed and made available to both current and prospective students to guide them in learning to identify prior learning experiences and practice navigating the portfolio.
- The CLIP initiative will serve as a model for other institutions, with knowledge shared at events such as conference presentations and published accounts of the process and achievement of outcomes.
- The CLIP initiative will be regularly evaluated and revised as needed to reflect changes in the needs being served and goals being met; an external evaluator will be retained to conduct objective assessment of student and faculty experiences.

a. Logic Model:

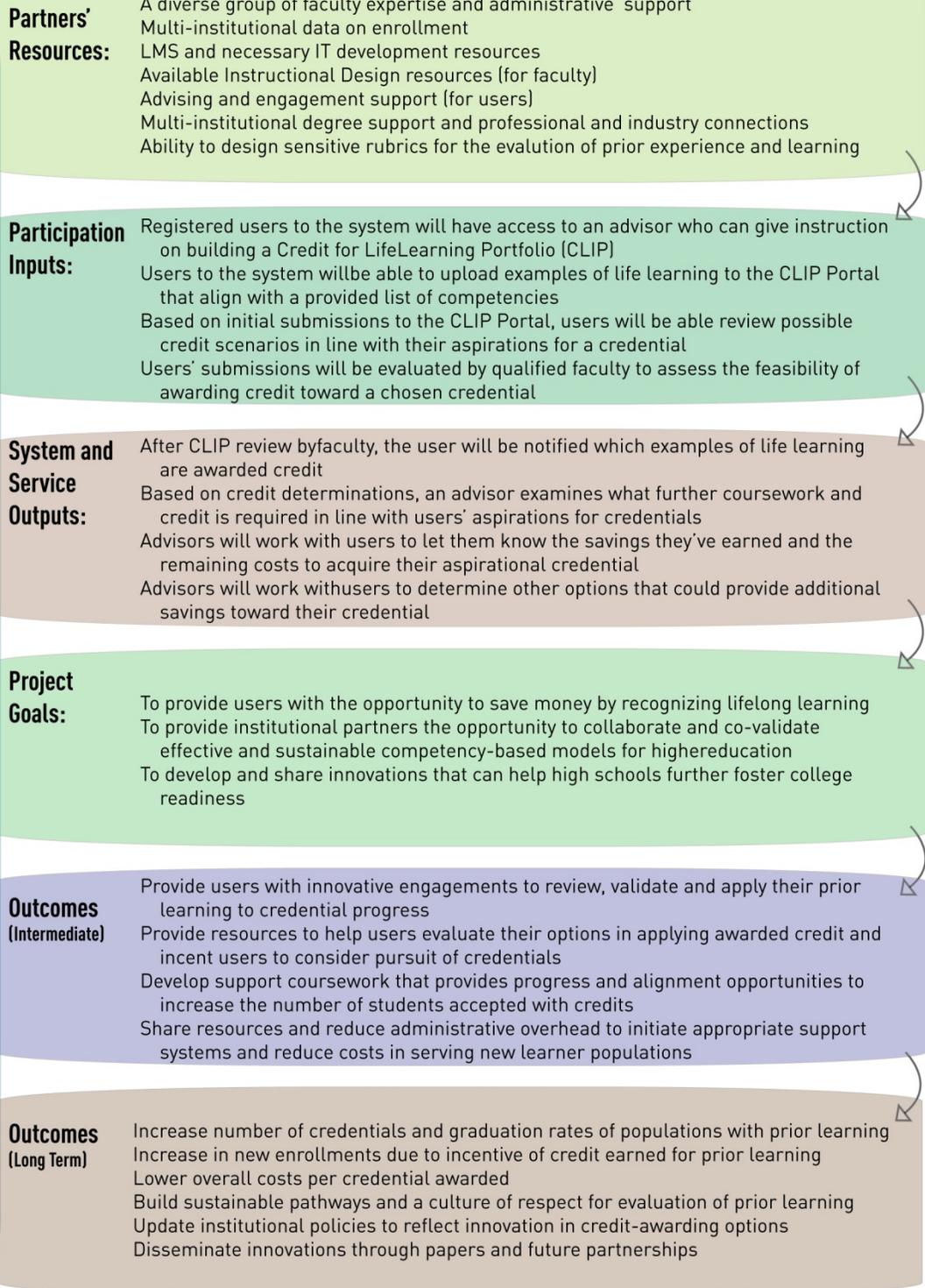
CREDIT FOR LIFE INTEGRATED PORTFOLIO (CLIP)

A Partnership between Franklin University and Columbus College of Art & Design



Context:

The partners to this project will develop a system by which there is a standardized approach to awarding competency-based college credit. Such standards will be established and managed through an easy-to-use online portfolio system that allows interested users to submit examples of prior learning to Credit for Life Learning Portfolio (CLIP) and earn faculty-verified credit.



b. The CLIP initiative meets both of the objectives of the Ohio Higher Education Innovation Grant Program in that it will support academic achievement and economic efficiencies by focusing on both the consolidation of services and competency-based education.

Consolidation of Services: Franklin University's main campus is within walking distance to CCAD's campus in downtown Columbus. Recognizing commonalities associated with being independent non-profit institutions situated in an urban location, the chief officers of Franklin and CCAD have frequently met to discuss possible ways to collaborate to benefit student academic achievement. The institutions offer very divergent programming. Franklin, a pioneer in meeting the needs of adult learners since 1902, offers undergraduate and graduate degrees within its three colleges: Arts, Sciences and Technology; Business; and Health and Public Administration. A commuter school, with 8,000+ students from Central Ohio, Franklin offers an online learning option and also has branch campuses throughout Ohio. CCAD, originally founded in 1879 as the Columbus Art School, is one of the oldest private art and design colleges in the United States. CCAD enrolls approximately 1,300 students, two-thirds of them from Ohio, and offers undergraduate and graduate degrees in a number of art and design disciplines.

The CLIP initiative will give both institutions an opportunity to work together to streamline processes and minimize costs. System processes and training programs will be developed one time for the benefit of both institutions. Through collaboration on the CLIP initiative, Franklin and CCAD can share the talents of their faculty in developing assessment models, share staff to oversee the project, and both will utilize one powerful and efficient learning management system that is supported by one technology support team, collectively improving the ability of both institutions to promote student success while at the same time realizing a financial savings by eliminating duplication of efforts and resources. Students from both institutions will gain from the collaboration in that it will provide them with the means to complete their coursework sooner and with a lesser tuition cost.

Competency-Based Education: The portfolio system will support a robust collection of digital artifacts and report reliable data on student accomplishment relative to program expectations. Institutional outputs include the creation of disaggregated competency inventories and their longitudinal assessment within a highly personalized and modularized system so as to demonstrate equivalency to satisfy a variety of compliance and accreditation concerns. The portfolio will be built on a hierarchy of metadata. Artifacts uploaded will be tagged as evidence of learning toward specific competency types, enabling the evaluation of student work on specific units of learning

that are based on one competency at a time. Both institutions will engage their faculty in the development of a list of disaggregated competencies normally associated with three core areas of their curricula: 1) the first year (which includes general education courses and some courses foundational to future study in the discipline); 2) early work in the major or the program/certificate focus; and 3) other skills that are associated with professional experience in the workplace, or work associated with independent study and experience as an entrepreneur.

To translate qualitative information into a quantitative system, effective rubrics will be created to consider each program's learning goals. The rubrics will associate individual competency units in the curriculum of each institution and will cross-reference them with competencies demonstrated in the user portfolios. Individual competency units will be combined to result in course equivalencies. In some instances, gaps will exist and there will be the need for additional competency units in order to gain course credit. In this case options will be available to the student that could include a different course that includes the needed competencies. Or, remainder competencies could be repackaged in micro-courses built on the modularized feature of Franklin's BlueQuill online learning management system. The CLIP system will award credit on a course coverage acceptance ratio, in that if the competencies submitted are equivalent to a classroom student earning a 75% on the equivalent content, the student will be awarded credit for the course. Each institution will comply with accreditation standards in determining the maximum combined amount of transfer and prior learning credit that can be applied toward degree completion.

Variations on types, including those formative developed by faculty to examine learning at the competency level, and those that are summative to be used at the proficiency level, are essential. Language differentiation will clarify points in meeting course competencies vs. proficiencies. The use of a 4-point Likert scale will eliminate middling and ensure accurate assessment. The process will be tied to the competencies within the curricula in a clear way, in that competency acquisition and recognition must support program learning outcomes. Benchmarking to the level of the student competency or proficiency acquisition at the end of what might be the freshman, sophomore, junior and senior years will ensure program equivalency, therefore each program will create a series of artifact-aligned rubrics that are capable of defining students' success in meeting both competency and benchmarked proficiency standards. Results will indicate clear acquisition (or not) in achieving competencies and proficiencies. However, controls for revisionism on the part of students and inter-rater reliability on the part of faculty are essential. The CLIP system will be designed to accept various evidence types to ensure

that students have flexibility in what they submit and that faculty can be flexible in awarding credit. There will also be multiple points of review to ensure that students are not irrevocably damaged by a single assessment. A student appeal process for the CLIP will be added to academic policies for each institution.

c. The CLIP initiative will inherently strengthen the academic programs at both institutions, thereby improving the academic achievement of all students, not just those participating in the portfolio development process. The primary directive of the system is to develop accurate information and analysis of curricula that can help students learn and programs improve. To develop rubrics for an objective and consistent portfolio evaluation process, faculty will reflect upon and refine course and program outcomes. Many of the program assessments conducted to develop rubrics will give each institution the opportunity to involve external program review boards comprised of industry professionals and peer educators, who will add real-world relevancy to the curriculum fine-tuning.

Student portfolio development as a competency will be integrated within the curriculum and seen as a legitimate part of the academic experience, even to the point of having digital content management skills and portfolio management as competencies integrated within program requirements. This will motivate students to engage in self-reflection, support continuous learning and position CLIP as a lifelong resource for both curriculum and career management.

Students who participate in the CLIP system will have autonomy in accessing and utilizing the online portfolio at any time. However, it will be mandatory that users consult with an academic advisor or, in the case of a prospective student, an admissions counselor, before the portfolio can be submitted for review. This step alleviates the following concerns: 1) advisors and counselors will be trained to identify students who are likely to benefit from CLIP, ensuring a high degree of success; 2) the advisor or counselor will serve as a firewall so that faculty assigned with review will not be burdened with insubstantial portfolios; and 3) if students need additional content-specific advice regarding their portfolio materials, an advisor or counselor may connect them with one of the CLIP project faculty.

It is conceivable that some students who previously dropped out at either Franklin or CCAD will submit a portfolio of learning in order to earn credit toward finishing their degrees. This will be particularly likely for a student who didn't finish due to leaving for a career opportunity and now has the option of using that professional experience to work toward completion of their degree credential.

Academic achievement goals of the CLIP initiative in promoting student success are:

1) Due to promotional efforts and the user-friendly design of the CLIP system, more students will apply for credit for prior learning; 2) Due to the tuition cost savings of earned credit for prior learning, more students will enroll in college; 3) Due to tuition cost savings of earned credit for prior learning, more students will complete their programs of study; and 4) Due to the relationship of learning artifacts to career and educational goals, students will reduce redundancy in their learning and will be better able to identify and set career goals. The following table illustrates the benchmark goals of both Franklin and CCAD in improving academic achievement rates through the CLIP initiative from Year Two of the grant and beyond. Improved completion rates attributed to the CLIP are anticipated for fourth and fifth year benchmarks by considering current institutional completion rates improved upon by a factor of 20% (the percentage of students surveyed who indicate they leave due to financial reasons.)

Achievement Benchmarks	CCAD	Franklin	Total
<i>Year Two</i> : Number of students who submit portfolios	30	300	330
<i>Year Two</i> : Number of additional FTE enrollments	5	20	25
<i>Year Three</i> : Number of students who submit portfolios	50	400	450
<i>Year Three</i> : Number of additional FTE enrollments	10	30	40
<i>Year Four</i> : Number of students who submit portfolios	70	550	620
<i>Year Four</i> : Number of additional FTE enrollments	15	40	55
<i>Year Four</i> : Number of additional students who complete their degrees	10	100	110
<i>Year Five</i> : Number of students who submit portfolios	80	650	730
<i>Year Five</i> : Number of additional FTE enrollments	20	50	70
<i>Year Five</i> : Number of additional students who complete their degrees	60	400	460

d. By combining resources, the CLIP project will provide immediate and long-term economic efficiency for both Franklin and CCAD. Both institutions will realize start-up costs during the first two years to plan, build, and roll out the implementation of the initiative, but this will be offset by sharing technology and personnel costs. Since Franklin has an existing learning management system on which the portfolio platform will be built, CCAD will not

need to procure its own technology. Once the program is up and running, with lesser costs associated with building the system (faculty stipends, programmers, training, new equipment, etc.) the program will be sustainable for both institutions by Year Three due to the lesser cost of program maintenance and increased enrollments resulting in tuition revenue, as illustrated:

CLIP INSTITUTIONAL COSTS/ SAVINGS/ REVENUE	CCAD costs	Franklin costs	Savings - combining technology	Savings - combining personnel (new positions)	CCAD addt'l. tuition revenue	Franklin addt'l. tuition revenue	TOTAL (EXPENDITURES)/ INCOME
<i>Years One and Two</i>	(663,500)	(663,500)	+150,000	+621,000	+162,000	+144,000	(250,000)
<i>Year Three</i>	(394,000)	(394,000)	+150,000	+172,500	+324,000	+225,000	+83,500

The most impactful savings will be realized by participating students. Total dollars saved by earning portfolio credit will vary by each institution's cost per credit hour. Franklin currently charges \$484 per credit hour, but a credit hour earned through the portfolio review system costs \$50. CCAD charges an average of \$1,285 per credit hour, with a credit earned through the CLIP system costing \$50 per credit hour. The table below illustrates the total money anticipated to be saved by students beginning in Year Two. These figures are based on a conservatively estimated number of students who will use the portfolio system and earn an average of four credits each. Even with these conservative estimates, the savings will be significant, and represents a real commitment on the part of both partners of this project to find a way to help students finish their degrees with less tuition cost.

ESTIMATED STUDENT TUITION SAVINGS	Savings, CCAD Student Tuition	Savings, Franklin Student Tuition	Total Tuition Savings for Students
<i>Estimated Savings, Year Two</i>	(based on 120 CLIP credits earned) \$148,200	(based on 1,200 CLIP credits earned) \$520,800	\$669,000
<i>Estimated Savings, Year Three</i>	(based on 200 CLIP credits earned) \$247,000	(based on 1,600 CLIP credits earned) \$694,400	\$941,400
<i>Estimated Savings, Year Four</i>	(based on 280 CLIP credits earned) \$345,800	(based on 2,200 CLIP credits earned) \$954,800	\$1,300,600
<i>Estimated Savings, Year Five</i>	(based on 320 CLIP credits earned) \$395,200	(based on 2,600 credits earned) \$1,128,400	\$1,523,600
TOTALS	\$1,136,200	\$3,298,400	\$4,434,600

Students who are awarded credit through the CLIP initiative will likely still enroll in their usual number of full-time or part-time classroom courses, so the institutions should not be financially burdened by loss of tuition revenue. Whatever earnings are lost will be offset by additional tuition dollars realized by new enrollments; each institution has estimated the impact that the portfolio system will have on an increase in new student enrollments:

INSTITUTIONAL EARNINGS	CCAD, revenue from additional enrollments	Franklin, revenue from additional enrollments	Total earnings, both institutions
<i>Projected Earnings, Year Two</i>	(based on 5 FTE students) \$162,000	(based on 20 FTE students) \$150,000	\$312,000
<i>Projected Earnings, Year Three</i>	(based on 10 FTE students) \$324,000	(based on 30 FTE students) \$225,000	\$549,000
<i>Projected Earnings, Year Four</i>	(based on 15 FTE students) \$486,000	(based on 40 FTE students) \$300,000	\$786,000
<i>Projected Earnings, Year Five</i>	(based on 20 FTE students) \$648,000	(based on 50 FTE students) \$375,000	\$1,023,000
TOTAL EARNINGS	\$1,717,200	\$1,050,002	\$2,670,000

e. The CLIP initiative will prove successful in promoting educational excellence and economic efficiency because both Franklin and CCAD will draw upon their particular strengths to develop and maintain the program.

These include:

- CCAD is a recognized leader in student assessment processes and will provide expertise in developing measurable, sensitive rubrics for both institutions to evaluate user submissions
- Franklin's sophisticated institutional technology includes a nimble learning management system (BlueQuill), which will be utilized as a platform for the creation of the portfolio.
- CCAD creative talent will design engaging marketing of the CLIP initiative.
- Franklin will share an extensive online transfer credit system, giving access to thousands of course articulations with other institutions.
- CCAD design talent will lead the creation of pleasing visuals for a user-friendly interactive experience on the portfolio.
- Franklin's IT department will provide programming expertise and will guide faculty of both institutions in migrating curriculum content to ensure data relevancy and security.

Partnership of the shared faculty and administration of CCAD and Franklin represents a very broad set of shared discipline expertise, curricular capacity, and instructional design, which will help shorten overall development time for competency standardization, rubric development, and modularized content. This will

certainly result in an efficient portfolio review process and an elegant user interface for the portfolio. But, beyond that, having two distinct institutions share their faculty for this project will ensure that credit determinations are externally validated by the other. Additionally, each faculty will share knowledge about competencies contained within their disciplines. Such knowledge sharing can only serve to expand credit attainment possibilities for the students.

While both institutions will maintain internal administrative structures to support the project and ensure that it is meeting standards for course and program equivalency, the benefits of Franklin and CCAD working together include:

- A more efficient portfolio process due to shared administration and support
- Cost savings at both institutions due to shared technology and staffing
- A more holistic assessment model due to diversity of majors and externally validated credit, leading to stronger student portfolios
- Increased enrollments due to ease of transfer and timely validation of credit
- Cross-disciplinary connections identified in partnership will likely result in more cross-registration options for courses at both institutions
- Degree completion rates will improve by enabling students to complete their coursework sooner and with a lesser tuition cost

2. PROJECT RATIONALE

a. The CLIP initiative will address many of the questions asked regarding issues of accountability in higher education that are on everyone's minds these days. A consensus holds that the United States is losing its lead as a global competitor. One reason is higher education's general disconnection from conversations about results and outcomes, their value to future productivity, and as always, cost. There have been many groups and reports examining this notion of accountability, including the National Commission on Accountability in Higher Education, the National Center for Public Policy and Higher Education, the Commission on the Future of Higher Education, Scorecards and other ideas that center around transferability, credit for experience, competency-based credit and more.

At the heart of the matter seems to be educational relevancy. Author Thomas Friedman and others have long noted that globalization has flattened commerce such that the competitive needs of countries, companies and individuals are rendering higher education's traditional discipline divisions increasingly irrelevant. The evidence of this trend in globalization and its implications in higher education are clear as we see rapid convergences of disciplines once thought of as distinct and emergence of new discipline specialties at a rate that makes keeping up increasingly difficult.

In his 2001 primer on media convergence, Henry Jenkins of MIT disaggregated the process of convergence into five key elements: Technological, Economic, Social, Cultural and Global. He examined the impact of each element on education's ability to remain relevant and, as a result, he advocates for a new pedagogical theory that reflects of the opportunities and challenges of our media-driven age. Pointing to all that's being reshaped outside of higher education, he insists that there is an urgent need for "academic theory to move beyond the classroom to engage in a larger public conversation about those changes."

Donna Lee Brien, in her article *Unplanned Educational Obsolescence* wonders "whether formal education can assist in developing the skills that make their possessors less liable to become obsolete in the workforce?" and wonders why that, "aside from periodic expressions of disciplinary angst [over discipline obsolescence, such conversations] are rarely found in discussions regarding higher education." Her thoughts are not unique either. Linda Ball, in her book *Preparing Graduates in Art and Design to Meet the Challenges of Working in the Creative Industries: A New Model for Work*, notes that education has the potential to develop capable, flexible, adaptable models, but that students very rarely have an understanding of their own role in an ever-changing nature of the discipline they are proposing to enter because academic programs do not make it part of the students' experience. That experience is very rarely personalized and designed for students to consider their own lives as learning resources.

Further, much has been made of the Millennial Learner and their differences with past learners. Comparisons done by Diana and James Oblinger in *Educating the Next Generation* cite research indicating students' proficiency with technology, combined with a propensity for utilizing social media as an extension of their learning, and it is changing the way we should be using technology as a teaching and learning resource. Rather than assuming that the usual methods for disseminating information will work, i.e., traditional lectures, demos and research, we must rethink our pedagogical roles and become facilitators of their experiences in an actively

constructed learning environment that accounts for learning that happens in places other than traditional classrooms.

The implications for delivery of such a new pedagogy within the context of this new learner are profound, and nicely outlined by Don Tapscott, a leading authority on the social and economic impact of technology. He notes multiple shifts necessary with Millennial Learners, including the need to move from linear to hypermedia learning, from instruction to construction and discovery, from absorbing material to learning how to navigate and how to learn, from school to lifelong learning, from one-size-fits-all to customized learning, and most important, from teacher as transmitter to teacher as facilitator. By focusing on the adjectives that describe acquisition of technical, mechanical and media proficiencies, educators can begin to construct a framework through which to best teach this new generation. Through a survey process that engages faculty and professionals alike, such a list of competencies can be aggregated into more flexible curricula.

Integration of practical experiences within curricula has often been cited as a way to organize cross- and trans-disciplinary learning to provide a meaningful learning counterpart to real life; and experiential elements within curricula are often cited as a means to transition students from the academic world to the professional one. A digital assessment management tool, such as the CLIP, should consider both approaches within the same framework, one that's focused on personalized learning that instills in students the understanding that scholarship is tied primarily, but not exclusively, to the institution and that practice is tied primarily, but not exclusively, to the profession. The two work together, providing a focused examination of what is happening within both the pedagogical and practice structures of a community of professionals.

Last, because students' post-academic life and career success is increasingly understood as mission critical, especially in an atmosphere of increased accountability for the demonstrable value and effectiveness of the post-secondary experience, the extension of the proposed CLIP system will, beyond the students' academic experience, provide a valuable tool to interested employers and accreditors alike.

With the tool-sets of the 21st-century at their disposal, students are already looking on their own for ways to validate the relevance of their education and find the experiences they need before they've finished their degrees. But they need guidance, and the role of this proposed online portfolio portal is to act as self-guided but facilitated system of help for students to navigate their options and save time and money.

The CLIP system requires and simultaneously creates new ways of thinking about the learning experience. It uses technology to leverage an effective delivery to the Millennial Learner and makes the lines between scholarship and practice blur so as to define students' roles as responsible and adaptable to their own career aspirations. It creates a dynamic pedagogy that is not necessarily tied to traditional course or program models, and it remains focused on students' entry point in the professional world.

The use of online portfolio systems has proven to be effective in furthering student success. One example is that of LearningCounts, a proprietary learning portfolio tool available through the Council of Adult and Experiential Learning (CAEL). CAEL recently surveyed college degree-seeking students who used LearningCounts to earn credit and the results were impactful: 90% of respondents said learning portfolio assessment definitely saved them time and money; 83% experienced a sense of personal pride upon completion of their learning portfolio; 40% didn't want to take a course in something they already knew; 50% wanted to complete their degree sooner; and over 85% of respondents replied that the learning portfolio helped them map career and education goals, organize thoughts and decisions more clearly, and set life goals. CAEL also conducted a nationwide study on Prior Learning Assessment (PLA) and adult student outcomes, examining data on 62,475 adult students at 48 colleges and universities across the country. The study found that graduation rates are two and a half times higher for students with PLA credit and that PLA students had a faster time to degree completion.

b. The following is a summary of the expected number of students to be impacted by this project

	Number of students who submit CLIP portfolios	Number of credits awarded through CLIP	Number of additional students who complete their degrees due to CLIP program	Financial savings to students who earn credit through CLIP
<i>Year Two:</i>	330	1,320	(in progress)	\$669,000
<i>Year Three:</i>	450	1,800	(in progress)	\$941,400
<i>Year Four:</i>	620	2,480	110	\$1,300,600
<i>Year Five:</i>	730	2,920	460	\$1,523,600
TOTAL, Years Two through Five	2,130 portfolios reviewed	8,520 credits awarded	570 additional degree completions	\$4,434,600 dollars saved in student tuition

c. The CLIP initiative was developed with consideration of the findings and recommendations made by CAEL after their 2012 study *State System PLA Adoption: Lessons from a Three-System Initiative*, a project researching and promoting prior learning assessment in which the Ohio Department of Higher Education

participated. Those recommendations included the need for faculty and staff understanding and training as well as enhancing the capacity for portfolio assessments. While there are a limited number of credits for prior learning programs in Ohio's colleges and universities, the CLIP project provides a new model for the State due to its partnership status, and uniqueness due to its ability to disaggregate courses into individual competencies, which makes it less course-bound and far more flexible in awarding credit. Also, the CLIP system is designed to be user self-directed, not tied to a mandatory portfolio development course, and it is designed to be as intuitive as any social media uploader, meaning that students of all ages will be able to easily maneuver the development of their individual portfolios.

Sharing faculty and staff and technology resources, thereby eliminating the duplication of efforts and budget, is a model that can benefit other institutions, especially smaller private nonprofits. Leadership and faculty of both Franklin and CCAD are incorporating a plan to disseminate knowledge and report their experiences with this initiative with other institutions through publication and professional events sponsored by organizations such as Ohio Department of Higher Education (ODHE), National Education Association (NEA), National Art Education Association (NAEA), Association for the Study of Higher Education (ASHE), Association of Independent Colleges of Art and Design (AICAD), American Council on Education (ACE), and Higher Learning Commission (HLC).

d. Franklin and CCAD will provide existing staff and resources in many areas campus-wide to support the CLIP initiative without requesting additional financial support. No support is being requested through the grant to compensate for time spent on the project neither by senior leadership, nor for the academic advisors and student support staff that will provide hands-on representation of the CLIP program as they work with students to develop their academic plans and tuition packages. While lead faculty will be paid additional stipends for their service to developing the CLIP, all faculty will contribute to the creation and uploading of course-level and program rubrics as part of their customary work on curriculum development, and will share in the review of student portfolios. The efforts of the Communications & Marketing staff (aside from the collateral materials) will not be requesting additional support, as the CLIP will be considered another facet of programming on both campuses and one that works in concert with the other academic programs. Discounted rates and in-kind donations will be sought from service providers such as printing companies and on-air and online media companies for advertising.

e. The CLIP initiative will be sustained beyond the grant period and continue to provide substantial value and lasting impact for Franklin and CCAD students. The request for an OHE Innovation Grant is to provide start-

up support for the first two years of the CLIP program, during which time the greatest costs will be incurred as staff and faculty plan, develop, and roll out the implementation of the portfolio and a robust plan of introductory training and marketing is conducted. It is anticipated that CLIP program costs will reach sustainability by year three, when development costs will no longer be needed, and the CLIP is part of institutional culture and costs for program technology and staffing will be offset by additional tuition revenue due to attracting more students at both institutions.

5-year Financial Needs	CLIP program costs	CLIP program revenue gained through additional enrollments
<i>Year One</i>	\$663,500	
<i>Year Two</i>	\$663,500	
<i>Year Three</i>	\$424,000	\$549,000
<i>Year Four</i>	\$424,000	\$786,000
<i>Year Five</i>	\$424,000	\$1,023,000

3. PROJECT PLAN

a. The leadership of the CLIP will ultimately reside with the project founders, Dr. Christopher Washington, provost at Franklin, Kevin Conlon, provost at CCAD, and Rick Sunderman, Chief Information Officer at Franklin. They will each present this exciting new initiative to their prospective campuses, interview and hire the five new administrative positions for the project, assign academic leadership to work with the faculty to accomplish the goals, and select an external consultant to evaluate the project.

The five new full-time positions that will be created to implement and maintain the CLIP initiative are: Director of CLIP and Director of CLIP Assessment, each to be shared by both institutions, reporting to both provosts. It is anticipated that these two positions will remain after the term of the grant funding in order to continue to lead and monitor the program. Three Programmers will be hired for the two-year grant period to build the portfolio platform. They will work on the Franklin campus under the supervision of Mr. Sunderman. Additionally, each institution will allocate a half-time administrative assistant to support program staff members and faculty working on the project.

Upon notification of the grant award, a search will begin immediately for the five new positions to ensure that the qualifications and experience of all candidates are exemplary and that each is capable of performing the duties as well as managing the fast-paced timeline of the project implementation.

b. Key Staff Members

Dr. Christopher L. Washington, Franklin's Provost and Senior Vice President for Academic Affairs, began his career at Franklin in 1999 as faculty and has also served as Chair of the MBA program. Dr. Washington serves as a Consultant Evaluator for the Higher Learning Commission and on committees for the Ohio Board of Regents. An advocate for Workforce Development, he serves on the Board of the Central Ohio Workforce Investment Corporation. He holds a B.A. and an M.S. from Western Illinois University and a Ph.D. in Human Resource Development from The Ohio State University.

Kevin J. Conlon, Provost of CCAD, where he began in 2011, previously held faculty and leadership roles in art and design colleges for over twenty years. Conlon has overseen the redesign of CCAD's curriculum, collaborating with faculty on an innovative portfolio of academic programs that promote students' professional capacity by engaging them with external partners. Conlon is a member of the Commission on Accreditation for the National Association of Schools of Art and Design (NASAD). Also a sculptor, he has a B.F.A. from the University of South Alabama and a M.F.A. from The Ohio State University.

Rick Sunderman, Franklin's Chief Information Officer (CIO) since 2011, guides the University's Information and Technology Services areas to ensure effective electronic delivery of curriculum and information services. Previous positions include owner of Dublin Technologies, ten years as Vice President for Information Systems at Qwest Communications, and several roles in technology at Battelle. Sunderman earned his B.S. in Geology from The Ohio State University.

To be Hired: The Director of CLIP will provide authoritative oversight for the implementation and management of the program, ensuring that goals and timelines are met, will serve as program liaison for both campuses, addressing concerns of staff and participants, and will meet weekly with Dr. Washington, Mr. Sunderman and Mr. Conlon to discuss needs to ensure the program's timely and successful progress.

To be Hired: The Director of CLIP Assessment will develop a comprehensive evaluation plan for the CLIP initiative, including developing an ongoing outcomes assessment plan, participating in the collection and analysis of assessment data, ensuring program compliance with policies and procedures and accreditation, and adhering to a frequent schedule of reporting to senior leadership on student outcomes and program evaluation.

To be Hired: Three temporary full-time programmers will be hired to build the portfolio platform, reporting to Franklin's Chief Information Officer. They will work with lead faculty on the design of the user interface, align

the platform to work seamlessly with Franklin’s existing learning management system, and make modifications to the system when provided with new information regarding ease of navigation. It is anticipated that once the CLIP system is finalized ensuing modifications and maintenance will be managed by existing IT staff, however this plan will be re-evaluated at the end of the grant period

Existing: Six lead faculty (three from each institution) will be selected to serve on the CLIP Task Force, to assist with the portfolio design, to lead other institutional faculty in developing rubrics and the process of uploading competencies to the portfolio platform, to design and lead training initiatives, and to advise students who need help with their CLIP portfolios.

c. Implementation Schedule:

Term	Grant Activities
Summer 2016	<ul style="list-style-type: none"> • Provosts select task force members • Provosts hire CLIP Director, Director of CLIP Assessment • CIO hires Programmers (3) • CLIP Director and Task Force develop guidelines and processes
Fall 2016	<ul style="list-style-type: none"> • Academic leadership works with Faculty to develop competencies • Faculty work with Programmers to align rubric systems to competencies • Faculty work with Programmers to design CLIP platform • Faculty work with CLIP Director of tutorial content • Director of CLIP Assessment develops evaluation plan
Winter 2017	<ul style="list-style-type: none"> • Development and refinement of rubrics continues • Programmers continue building portfolio platform • CLIP Director works with Faculty to develop training program • CLIP Director coordinates marketing plan
Spring 2017	<ul style="list-style-type: none"> • Faculty work with Programmers to develop online tutorial • Programmers work with Faculty to build portfolio platform • CLIP director oversees creation of marketing materials • Training sessions held for Faculty and Staff
Summer 2017	<ul style="list-style-type: none"> • Marketing campaign implemented • Beta testing of portfolio • Online tutorial uploaded • Training sessions held for faculty, staff and students
Fall 2017	<ul style="list-style-type: none"> • Training sessions held for faculty and staff • Information/training sessions held for students • CLIP implemented and modifications continue based on user experience • Director of CLIP Assessment surveys participants
Winter 2018	<ul style="list-style-type: none"> • Information/training sessions continue for students • CLIP modifications continue based on user experience • CLIP Assessment Director continues to surveys participants • CLIP marketing continues
Spring 2018	<ul style="list-style-type: none"> • External evaluator conducts onsite assessment • Information/training sessions continue for students • CLIP modifications continue based on user experience • External evaluator conducts onsite assessment • CLIP marketing continues

GANNT Chart:

Steps	Key	Staff			Dev			Pgm			Train			Test			Market			Launch			Assess	
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Provosts select Task Force																								
Provosts hire CLIP Director																								
Provosts hire Director of CLIP Assessment																								
CIO hires Programmers (3)																								
CLIP Director & Task Force develop guidelines & processes																								
Leadership works w/ Faculty to develop competencies																								
Faculty work w/ Programmers to align rubrics to competencies																								
Faculty work w/ Programmers to design CLIP platform																								
Faculty design tutorials w/ CLIP Programmers																								
Beta testing of portfolio																								
CLIP modifications continue based on beta feedback																								
CLIP implemented; mods continue based on user experience																								
Director of CLIP Assessment develops evaluation plan																								
Director of CLIP Assessment surveys all users																								
External evaluator conducts onsite assessment																								
CLIP Director coordinates marketing plan																								
CLIP director oversees creation of marketing materials																								
Marketing campaign implemented																								
CLIP Director works w/ Faculty to develop training program																								
Training sessions begin for Faculty and Staff																								
Online tutorial uploaded																								
Training sessions held for Faculty and Staff																								
Information/training sessions held for students																								

3. PROJECT EVALUATION

a. A strength of the CLIP program that there is academic oversight by two institutions, which will lend an objectivity and accountability that can be difficult to achieve independently. It is also a strength that the very nature of the CLIP program will allow for progress to be easily assessed, as activities will be tracked online through the students' use of the portfolio system. Program outcomes will be measured based on the success in improving students' academic achievement as well as the related economic efficiency realized by both of the partnering institutions. Evaluation benchmarks will be developed that utilize both formative and summative measurements of program success based on explicitly defined student outcome goals and financial sustainability of the program within each institution.

b. While a formal assessment timeline will be aligned with stated benchmarks, the CLIP program will also function fluidly, in that frequent and ongoing formative assessments, especially in the first two years, will result in immediate action to maintain the academic integrity of the program. An external evaluator will be retained near the end of the second year to provide an objective summative program evaluation that will be included with the final report to the ODHE.

Academic achievement will be defined and measured through the following ongoing assessment: 1) The portfolio modules will be audited to assure the accurate awarding of credit for competencies that are relative to established competencies within the curriculum; 2) Student online activity records will be assessed to determine their progress in navigating the portfolio system; 3) The number of credits awarded through the CLIP system will be monitored and, ultimately, 4) Degree progress and completion rates for students who have earned credit through the CLIP system will be analyzed.

Economic efficiencies will be defined and measured through these benchmarks: 1) The immediate and long term cost savings realized by partnering on the CLIP initiative rather than developing separate programs at each institution; 2) The amount of tuition savings realized by students will be calculated easily by using distinctive course codes for credit earned through the CLIP system; and 3) The attainment of the program's institutional financial sustainability by year three will be determined by identifying (through student entry surveys) increased tuition revenues due to additional enrollments as incited by the CLIP program. Project timeline benchmarks will be tied to outcome expectations. Program leaders will address any lags in progress and work to find a solution and

provide the resources needed. If need be, additional resources will be directed to the project to attract more users and provide assistance as they use the online tool.

All data, analysis, assessments and related reports and action plans will be archived and available to the ODHE upon their request, and will also be a component of the final program and expense report due 90 days after the end of the expenditure period.

c. Evaluation Timeline:

Benchmark	Assessment Date	Assessment Type	Methodology
Project implementation timeline is on schedule	SU16-SP18 (ongoing)	Formative	Evidence of task completion
	SP18	Summative	Evidence of full project implementation; external evaluation completed
Credits earned align with competencies	WI17 and each semester thereafter	Formative	All rubrics compared to online modules by objective faculty members
	SP18 and each semester thereafter	Summative	Random monitoring of online modules compared to course equivalencies
Online portfolio ease of use	SU17	Formative	Beta testing conducted
	FA17, WI18, SP18	Formative	Users surveyed
	SP18 and annually thereafter	Summative	Number of portfolio submissions tallied
Credits earned through CLIP meet expectations	FA17, WI18, SP18	Summative	Number of credits tallied
Improvements in degree completion rates	SP19 and annually thereafter	Summative	Data on degree completion rates calculated and analyzed
Cost savings of institutional partnership	SU16	Formative	Start-up cost comparisons analyzed
	SP18	Summative	Total project expenses/income relative to partnership tallied; tuition revenue attributed to CLIP determined
CLIP program sustainability	FA18 and annually thereafter	Summative	Determining CLIP program expenditures vs revenue gained
CLIP project implementation successful in meeting objectives	SP18	Summative	External evaluator report; data analyzed for final report to ODHE

d. Assessment of the CLIP program will be overseen by the Director of CLIP Assessment, who will be hired shortly after the start of the grant period, to work with the faculty, Director of CLIP, and senior leadership to manage a comprehensive, ongoing, benchmark-driven evaluation strategy, initiating interventions when

necessary. This position will require someone with a master's degree and five years' experience in developing and implementing student learning outcomes assessment in higher education.

e. All assessment data will be recorded and archived to use for reporting CLIP program success to the ODHE within the grant period as well as for the stated three years after the end of the grant period.

4. BUDGET

CCAD and Franklin are requesting \$998,000 to develop an initiative that will provide tuition cost savings for thousands of students. During the CLIP program's first five years, it is anticipated that over 2,000 participating students from both institutions will save over \$4 million in tuition expenditures.

The bulk of the budget for the 24-month planning and implementation of the CLIP program will be spent on technology and staffing, the two essential ingredients that will ensure a successful experience for students. As per the attached MOU, CCAD will pay Franklin \$45K per year through the grant funds for server space on their existing BlueQuill learning management system; this amount is in keeping with industry licensing standards and is based on the number of CCAD students. Upon expiration of the two-year period of the MOU, Franklin and CCAD will renegotiate the contract terms for the learning management system for the continuation of the portfolio platform. Franklin will spend an additional \$35K per year to expand its server space to accommodate the portfolio and to incorporate it into their existing system maintenance schedule. The costs of maintaining the online portfolio platform will continue to be covered by each institution after the grant period to sustain the CLIP program.

The salary of the five new full-time positions to be hired are based on competitive industry standards in order to attain experienced talent who can achieve the project within the ambitious time frame. Fringe are based on a prorated 15% of the salary amounts. The faculty stipends are for the six faculty (three from each institution) who will work designing the rubrics, user interface and training for the CLIP project, and will only be necessary for the 24-month grant period. All of the above personnel amounts will be paid over the two years of the grant.

While Franklin and CCAD academic advisors and senior leadership will be providing their time to the initiative throughout the term of the grant, additional funds are not being requested for their salaries, as their contributions will be used to demonstrate to the campus that the CLIP program is not intended to be a temporary, add-on program, but one which is intended to eventually be integrated into the infrastructure of the institutions. CCAD and Franklin will also assign two existing staff to the program as half-time administrative assistants to support the faculty and staff involved in the project.

Office furniture, utilities and maintenance, and computers and peripherals will be provided to the five new hires through Franklin and CCAD's operating budgets. The institutions will also cover supplies needed for training initiatives through their existing inventory.

Marketing of the CLIP program is critical to gaining the critical mass needed to ensure student and institutional success. Both institutions will work together to create a joint marketing plan that utilizes social media, online banner advertising, presentations at internal and external events, and printed material that is sent to prospective students, current students, alumni, high school teachers and counselors, community college students, and local businesses. These costs will be incurred at the end of Year One when the program is being rolled out and throughout Year Two.

Activity	Total	Dept. of Higher Education	College or University Funds	Name of Institution	Activity Description Summary
Equipment					
BlueQuill learning management system	90,000	90,000			CCAD contract (to pay Franklin)
BlueQuill learning management system	70,000	70,000			Franklin, additional digital storage
Personnel - Positions					
CLIP Project Director	172,500	172,500			Shared position, Franklin and CCAD (\$75K/year + benefits)
Director of CLIP Assessment	172,500	172,500			Shared position, Franklin and CCAD (\$75K/year + benefits)
Software Programmers	276,000	276,000			Three positions (\$80K/year + benefits)
Faculty Stipends, CCAD	96,000	96,000			Stipends for three lead faculty (\$8K X 4 semesters)
Faculty Stipends, Franklin	96,000	96,000			Stipends for three lead faculty (\$8K X 4 semesters)
Administrative Support (existing), CCAD	46,000		46,000	CCAD	Half-time (\$20K/year + benefits)
Administrative Support (existing), Franklin	46,000		46,000	Franklin	Half-time (\$20K/year + benefits)
External Evaluator (Contracted)	5,000	5,000			
Academic Advisors (existing), CCAD	70,000		70,000	CCAD	40 hours/week equivalency X 2 years

Activity	Total	Dept. of Higher Education	College or University Funds	Name of Institution	Activity Description Summary
Academic Advisors (existing), Franklin	70,000		70,000	Franklin	40 hours/week equivalency X 2 years
Senior Leadership (existing), CCAD	20,000		20,000	CCAD	2 hours/week average X 2 years
Senior Leadership (existing), Franklin	40,000		40,000	Franklin	2 hours/week average X 2 years
Facilities					
Office space, furniture, technology, utilities and maintenance	5000		5,000	CCAD	For two directors
Office space, furniture, technology, utilities and maintenance	6000		6,000	Franklin	For three programmers
Supplies					
Training visuals and office supplies	3,000		3,000	CCAD	
	3,000		3,000	Franklin	
Purchased Services					
Web-based advertising	20,000	10,000	10,000	CCAD and Franklin	\$10K, year one; \$20K, year two
Printed advertising materials	20,000	10,000	10,000	CCAD and Franklin	\$10K, year one; \$30K, year two
Travel	0				
Building Improvements	0				
Other (Describe)	0				
TOTAL	1,327,000	998,000	329,000		

Budget Timeline:

Expenditure	Payer	Year One (7/2016-6/2017)	Year Two (7/2017-6/2018)
BlueQuill Contract	CCAD	July	July
BlueQuill server space	Franklin	July	July
CLIP Project Director	CCAD	Bi-weekly	Bi-weekly
Director of CLIP Assessment	CCAD	Bi-weekly	Bi-weekly
Software Programmers (3)	Franklin	Bi-weekly	Bi-weekly
Faculty Stipends, CCAD	CCAD	Bi-weekly	Bi-weekly
Faculty Stipends, Franklin	Franklin	Bi-weekly	Bi-weekly
External Evaluator	CCAD		May
Web-based Advertising	CCAD	May-June	July-November, January-March
Printed Advertising	CCAD	May-June	July-November, January-March

CREATIVE COMMUNITY.

March 7, 2016

Chancellor John Carey
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey:

It is with great anticipation that Columbus College of Art & Design submits an application for the Ohio Higher Education Innovation Grant program in partnership with Franklin University for our proposed Credit for Life Integrated Portfolio (CLIP) initiative.

As two neighboring institutions in downtown Columbus, we have collaborated on the CLIP program conception and implementation plan. We feel strongly that our joining forces in this innovative way will enable each institution help more of their students achieve academic success and at a lesser tuition cost.

If our joint application proves to be successful and we are awarded the grant funding, Columbus College of Art & Design, as the lead applicant, agrees to the full terms of the narrative and budget, and will distribute funds in the timeline described.

Please feel free to contact me at 614-222-6171 or at kconlon@ccad.edu if you need additional information.

Thank you kindly for your consideration.

Sincerely,



Kevin J. Conlon
Provost and Interim President
Columbus College of Art & Design

March 7, 2016

John Carey
Chancellor
Ohio Department of Higher Education

Dear Chancellor Carey:

Franklin University is proud to partner with Columbus College of Art & Design (CCAD) on the collaboration of an application for the Ohio Higher Education Innovation Grant program in support of the Credit for Life Integrated Portfolio (CLIP) initiative.

As non-profit institutions of higher education located in downtown Columbus (OH), both of our organizations believe the innovation inherent in this project will generate positive impact for our current and future students in multiple ways, including decreasing both the cost of degree attainment and the time to graduation. Additionally, our collaboration on the project concept and the ability to work together on the implementation will help to advance the technological infrastructure needed to support a robust system with long term implications not only for our respective institutions, but for use across the broader learning environment.

If awarded the grant funding for this joint project, Franklin University agrees to fulfill our commitments as outlined in the proposal narrative. We look forward to working with CCAD to advance this initiative, and we appreciate your consideration of our proposal.

Please feel free to contact me at 714.947.6017 or david.decker@franklin.edu if you need additional information.

Best regards,



David R. Decker, Ph.D.
President
Franklin University

201 S. Grant Ave.
Columbus, Ohio 43215
614.797.4700
1.877.341.6300

March 8, 2016

Memorandum of Agreement for Licensing of BlueQuill between:

Franklin University / Franklin University Learning Solutions and Columbus College of Art and Design

This Memorandum of Agreement ("Agreement") is made by and between FRANKLIN UNIVERSITY/FRANKLIN UNIVERSITY LEARNING SOLUTIONS ("Learning Solutions") with offices located at 201 South Grant Avenue, Columbus, OH 43215 and Columbus College of Art and Design, located at 60 Cleveland Ave, Columbus, OH 43215 ("CCAD"). Learning Solutions and CCAD shall hereinafter be referred to individually as a "Party" and collectively as the "Parties".

PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to describe the licensing structure of BlueQuill, Learning Solutions' Learning Management System.

UNDERSTANDINGS

Franklin University and the Columbus College of Art and Design (CCAD) are collaborating on a proposal in support of an Ohio Higher Education Innovation Grant Program opportunity. The program's goal is to "promote educational excellence and economic efficiency through the state in order to stabilize or reduce student tuition rates". The program further requests that proposals focus on service consolidation and/or competency-based education solutions. The proposed joint Franklin/CCAD solution addresses both areas. Currently both organizations accept credit from incoming students for previous courses taken at institutions for which articulation agreements exist. To varying degrees both institutions also grant credit for prior learning. The proposal requests grant funding to formalize and expand this capability.

Central to the proposal is the development and implementation of a comprehensive e-portfolio capability within BlueQuill. This new system will support submission of artifacts of prior learning, evaluation of these artifacts against established rubrics, and correlation of the

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resulting demonstrated competencies to established standards and outcomes. This effort will leverage the outcomes mapping efforts currently underway in BlueQuill by enabling the correlation of demonstrated competencies in the e-portfolio with those detailed in outcomes. For example, consider the following fictitious outcome hierarchy for a java programming class:

1. Demonstrate proficiency in java programming
 - a. Ability / experience with common APIs
 - b. Able to organize code for readability
 - c. Capable of employing error handling to trap exceptions
 - d. Able to effectively develop code to support common algorithm
 - i. Sort
 - ii. Hash table
 - iii. Linked list

If an individual submits an artifact that demonstrates competency in the use of java exception handling (1c) as well as common sort algorithms (di) they could receive "credit" for those competencies, thereby reducing their coursework in java programming and presumably experiencing a corresponding reduction in educational cost. In addition, the students may benefit from increased portability of learning across institutions, and the added capability of aggregating their collective works across courses for their subsequent benefit.

Representatives of Franklin University have met with CCAD representatives on several occasions to develop and review an initial draft of the proposal. The grant allows for up to \$1m in funding for a proposal involving the two institutions. Franklin would help define the e-portfolio, complete the programming, assist with content development, and host the environment (including BlueQuill) in Franklin's data center. Funding would cover a 24-month time frame.

The proposal deadline is March 9, 2016, with award to occur in May, 2016.

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The purpose of this Memorandum of Understanding is to articulate the high level terms of the BlueQuill licensing agreement that will be scoped if Learning Solutions and CCAD are awarded said grant.

TERM

The term of this Agreement shall begin on March 8, 2016 through June 30, 2016.

TERMINATION

Either Party may terminate this Agreement upon two weeks prior written notice to the other Party stating their intent to terminate.

SERVICE PRICING

The licensing agreement structured as part of this collaboration will provide CCAD with 1,500 user licenses per year priced at \$45,000 for no more than (2) years. This pricing does not include the purchase of BigBlueButton with BlueQuill.

TRADE NAME AND TRADEMARK

Each party acknowledges that the other party has developed certain trademarks, service marks and/or trade name rights (collectively the "Marks"), concerning that party's name and logo. Each party acknowledges that those rights are the sole property of the other party and such party agrees that it will not make any unauthorized use of the Marks, or otherwise impair the goodwill associated with the rights therein. Each party agrees that any publicity undertaken by it, in connection with this program, shall be done in such a manner that said publicity will not impair the goodwill associated with either party.

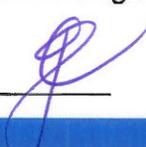
CONFIDENTIALITY

Both Parties agree to hold each other's proprietary information and programming code in confidence and not release such information to any other third party without the express written consent of the other party.

INDEMNIFICATION

Learning Solutions hereby indemnifies, defends, and holds CCAD, its successors and assigns, and its directors, officers, employees, representatives and agents, harmless from and against

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any and all loss, liability, damage, claim, suit, demand and expense, including, but not limited to, taxes, fines, penalties, court costs and attorneys' fees, arising in connection with or related to: (i) any breach of this Agreement by Learning Solutions, or (ii) any willful misconduct or negligence of Learning Solutions or its employees or agents.

CCAD hereby indemnifies, defends, and holds Learning Solutions, its successors and assigns, and its directors, officers, employees, representatives and agents, harmless from and against any and all loss, liability, damage, claim, suit, demand and expense, including, but not limited to, taxes, fines, penalties, court costs and attorneys' fees, arising in connection with or related to: (i) any breach of this Agreement by CCAD, or (ii) any willful misconduct or negligence of CCAD or its employees or agents.

GOVERNING LAW

This Agreement shall be governed by and interpreted in accordance with the laws of the State of Ohio.

ASSIGNMENT OF AGREEMENT

This Agreement shall be binding upon, and inure to the benefit of both Parties and their respective successors and permitted assigns. Neither Party shall have the right nor the power to assign this Agreement, absent a written agreement acknowledging said assignment, executed by both Parties.

SEVERABILITY

The provisions of this Agreement shall be deemed severable, and the invalidity and unenforceability of any one or more of the provisions hereof shall not affect the validity and enforceability of the other provisions hereof.

NOTICES

Any notice required to be given hereunder shall be sufficient and deemed given when in writing and sent by certified or registered mail, return receipt requested, first class postage prepaid, or

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by courier service, to the principal office of each of the Parties as set forth in the preamble to this Agreement.

ENTIRE AGREEMENT

This Agreement contains the entire agreement and understanding by and between both Parties with respect to the subject matter hereof, and no representations, promises, agreements or understandings, written or oral, not herein contained shall be of any force and effect. No change or modification hereof shall be valid or binding unless the same is in writing and signed by the Party intended to be bound. No waiver of any provision of this Agreement shall be valid unless the same is in writing and signed by the Party against whom such waiver is sought to be enforced. No valid waiver of any provision of or breach of this Agreement at any time shall be deemed a waiver of any other provision or subsequent breach of this Agreement at such time or will be deemed a valid waiver of such provision or subsequent breach at any other time.

DUPLICATE ORIGINALS

This Agreement may be executed in one or more counterparts, each of which shall be deemed to be a duplicate original, but all of which, taken together, shall be deemed to constitute a single instrument.

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IN WITNESS WHEREOF, the Parties hereto have entered into this Agreement as of the 8th day of March, 2016.

Franklin University /
Franklin University Learning Solutions

CCAD

By: 

By: 

Name: Christopher Washington, Ph.D.

Name: Kevin J. Conlon

Title: Provost

Title: Provost, CCAD

Date: March 8, 2016

Date: 3/8/16